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Mid Sweden University's guide for students' use of generative AI

Support material for teachers that is applicable for undergraduate and graduate teaching.

The document is machine translated.

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Content

Update and revision

The guide for the use of generative AI has been developed by the Group for Educational Development together with teacher representatives from both faculties, representatives of the student unions at both campuses, legal council and the Department of Infrastructure. The guide has been sent out for consultation within the university. Jimmy Jaldemark, professor of pedagogy at the Department of Educational Sciences, and Jessica Liivlaid, educational developer at the Division of Research and Educational Support, have revised the document based on comments received and on a commission from the Education Council (2024-10-01) and then comments from the Education Coordinating Body (2025-02-25). At the Management Council 20251021, the decision was made to adopt the document. The Pedagogical Development Group was given a mandate to update and revise the guide on an ongoing basis. The head of the Research and Education Support Department is responsible for further development of the document. Comments and questions should be sent to PUkontakt@miun.se

Introduction

Mid Sweden University's assessment is that artificial intelligence (AI) and specifically generative artificial intelligence (genAI) are, and will continue to be, part of research, education, professional work and people's private lives. Therefore, the view is generally in favour of using genAI as a resource in higher education. Safe and responsible use, based on knowledge of the possibilities and limitations of genAI, is of the utmost importance. This includes complying with current legislation, such as the GDPR, the AI Regulation and recommendations regarding permitted software/licenses.

GenAI enables automation and individualization of learning processes and an increased degree of interaction with content (e.g., Suriano, et al., 2025; Yusuf, et al., 2024). As a teacher in higher education, it is essential to recognize that generative AI services have significant potential to enhance accessibility—both in terms of the content itself and in facilitating comprehension of its meaning. This guide is intended to support Mid Sweden University's teachers in the process of developing instructions for how students at basic and advanced levels may use geneAI . The guide intends to provide support on a general level so that you as a teacher can develop instructions based on your context. The guide also provides a starting point for discussion with students and colleagues, for example in teams and within a subject collegium. The possibilities and risks of using geneAI are different in different subjects, which means that examiners, the subject collegium and you as the teacher must always take responsibility for, and decide on, when it is appropriate to use genAI in the subject's teaching and examinations. The unauthorised use of genAI in examinations is no different from other misleading behaviour. For example, any attempt to present something produced with genAI as its own is contrary to academic honesty, that is, can be considered misleading at examination.

An objective is to ensure the guide’s regular review and continuous updating to reflect both the rapid pace of technological developments and the evolving needs and experiences of the academic community in relation to genAI. GenAI is in different ways a large part of the digital services we use daily and is rapidly becoming even more integrated, which means that it is very difficult

to give clear, general directives for when and how it is possible to use genAI and not. GenAI can be seen as digital services among other digital services. This means that, in the same way as, for example, the spelling function in a word-processing program, it can contribute to more developed texts and accelerated learning but can also be an obstacle to learning.

This guide provides you with the background on the current status of genAI and its relation to source criticism and academic integrity. What follows are examples of instructions for course level and individual learning activities and examinations. It also includes a section on exams and cheating. At the end of this guide, there are examples of supportive resources for teachers in their efforts to implement genAI in education. These resources include, for example, the pedagogical development group, web resources, reading tips and available services within genAI. Links to these resources are located at the end of the document.

Target group and purpose

The guide is written with teachers at undergraduate and graduate level as the primary target group. The main purpose of the guide is to give you as a teacher at Mid Sweden University support in the development of subject, course and learning activity-specific instructions regarding students' use of genAI . The guide is intended to provide general support and to demonstrate, through examples, how instructions may be formulated for different levels of learning activities. Examinations are included in the concept of “learning activities”.

Background to Mid Sweden University's guide to the use of generative AI

The guide reflects the University’s position that the integration of genAI into academic work and teaching, when aligned with principles of academic integrity, constitutes a valuable resource. This entails viewing genAI as a set of digital services that, when used responsibly and insight, can enrich and diversify the learning process. Anyone who uses genAI in their work or studies must do so with insight into the limitations of different AI technologies and with full responsibility for what is co-produced with geneAI.

The user also needs to be aware that there are currently no reliable AI-generated text detection services (e.g., Elkhatat et al., 2023; Sadasivan et al., 2023; Weber-Wulff et al., 2023).

Instructions for students need to be developed in a subject context as the use of genAI varies among these. The final decision on when and how to use AI is therefore appropriately made by examiners, teachers and the subject collegium. This includes specific considerations for the use of genAI in examinations and assessments. The guide intends to serve as a starting point for discussion and reflection among teachers, students and other stakeholders. The guide also seeks to foster an ongoing dialogue regarding the appropriate use of genAI across academic disciplines and levels, informed by the competencies students must acquire for their future professional roles and for their responsibilities as citizens in a society increasingly shaped by digital technologies such as generative AI.

Your instructions to students should provide guidance on the safe and responsible use of genAI . This means complying with relevant legislation and respecting copyright and licensing agreements. The guide is designed to help you balance opportunities and risks while promoting a critical and conscious approach to using AI. The benefits of AI for learning are weighed against possible disadvantages that could hinder academic development. How AI can contribute to learning is weighed against potential disadvantages that can hamper academic development.

The pace of development in genAI is fast, which you must consider when giving instructions to students. It is also important to recognize that AI technologies are becoming increasingly integrated into society and will be an everyday part of many people's professional lives in the future. Before this guide goes deeper into what instructions can look like, there is first an account of what genAI is and then reflections on source criticism and academic honesty.

What is generative AI?

Generative AI is an often-discussed concept. In short, it is a generic term in which ‘generative AI refers to computational techniques that are capable of generating apparently new, meaningful content such as text, images, or audio from training data’ (Feuerriegel, Hartmann, Janiesch, & Zschech, 2024, p. 111). A genAI service can therefore, based on having been trained using large amounts of digital data, create or generate 'new' statistically probable, but not necessarily correct images, code, sounds and texts or other artifacts based on a so-called prompt. A prompt is a prompt or instruction that is typed into a search box in the genAI service. There are different genAI models which in turn are used in genAI services (e.g., Feuerriegel, Hartmann, Janiesch & Zschech, 2024; García-Peñalvo, & Vázquez-Ingelmo, 2023).

Different types of genAI models:

- Those that generate text and may also be built into search engines or conversational agents/chatbots. Examples are ChatGPT and Perplexity.
- Those that generate images or video. Examples are Midjourney and Sora.
- Those that can create sound or music from a text or sound. ElevenLabs and Udio are such examples.
- Those that can generate code for IT systems. For example, GitHub Copilot.

In addition to these different types of genAI that can be integrated into search engines and conversational agents/chatbots, there are also so-called multimodal models that can create several different types of output and are becoming more common. Examples of these are Microsoft Copilot and ChatGPT, which can create both text and images. GenAI is developing at a high rate, which a user of this type of service must be aware of and be able to make external decisions. Further information on how genAI works can be found via miun.se. There are a variety of genAI services, with different functionalities and limitations.

Source criticism and academic honesty

Any use of genAI must take a source-critical approach (Suriano et al., 2025). Based on how genAI services work at the time of writing, these in themselves cannot be seen as a source of information. Thus, it is not possible to equate genAI with a search engine such as Google, although some AI services are connected to the internet and may include accurate facts and references that are integrated into the requested generated image, code, sound, text or video. It is also important to be aware that there are inaccuracies, distortions and misrepresentatons in the data used in the training of genAI services, which can be passed on and even amplified in what is created. It is therefore necessary that teachers and students critically examine the information co-created with genAI (e.g., Chan & Hu, 2023). It is always the person who creates information with the help of genAI who is responsible for the accuracy of the facts presented and that sources are referenced correctly.

Instructions to students produced by you as a higher education teacher must therefore inform your students about academic honesty and emphasise the ethically correct use of genAI in their work (Foltynek et al., 2023). Academic honesty, and academic integrity, means showing respect to those who have created something (such as a text, a discovery, or an idea) and giving them visible recognition (e.g., Cotton, Cotton, & Shipway, 2024). In short, academic integrity can be defined as compliance with “ethical and professional principles, standards, practices, and a consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship” (Tauginienė et al., 2018, p. 8). A fundamental principle in academic honesty and integrity is that in academic activities such as research and education, it is built on results from previous academic work. In higher education, it is therefore crucial that students clearly refer to the sources they use as inspiration and do not see genAI as a source. This is especially true when students write texts to be assessed.

For you as a teacher, it means a need to point out that:

- The work is expected to be the student's own words, thoughts and ideas. When students build on the work of others, references should be provided correctly.
- Students are not allowed to copy the text, words or ideas of others and present them as their own. When it occurs, it is a form of deceptive behaviour and academic dishonesty, where "academic dishonesty refers to undesirable behaviour in an academic environment such as at school and college. In general, it is divided into plagiarism, cheating (giving or receiving assistance), fabrication, falsification, misbehaviour, jockey, and collusion in solving improper problems' (Surahman & Wang, 2022, p. 1536). This is a problem that has existed in academia long before the latest developments in genAI . GenAI services should therefore be recognized as one of several tools that can be misused for academically misleading purposes.

The application and implementation of genAI in higher education should serve as a "wake-up call to university staff to think very carefully about the design of their assessments and ways to ensure that academic dishonesty is clearly explained to students and minimised" (Cotton, Cotton & Shipway, 2024, p. 236).

To avoid unauthorized use and misleading behaviour, teachers can help students by:

- Talk about academic honesty and what it means in the concrete context they find themselves in, as well as about what misleading behaviour (cheating) during examinations is and means.
- Provide concrete examples of correct ways to refer to sources, including genAI services. Several of the major reference systems now have advice on how to handle this. More information about this can be found in the University Library's resources in the learning platform (Moodle VT25, Canvas from HT25).
- Create exercises that allow students to practice integrating and accounting for genAI in an accurate and source-critical manner.

- Work on allowing students to submit drafts during the process and also document the writing process in writing logs or similar.

Read more in Cotton, Cotton and Shipway (2024). Note that Mid Sweden University advises against using detection services for genAI as it, at the time of writing this document, there is too much uncertainty in their reliability (see Elkhatat et al., 2023; Sadasivan et al., 2023; Weber-Wulff et al., 2023).

Developing instructions on the use of generative AI in higher education

The application of genAI should be seen as an interaction involving both the individual and the technology. This entails a specific pedagogical responsibility on the part of the university's teachers for the use of genAI, which is based on both the student and the technology. The subjects, including teams and you as an individual teacher, need to develop clear instructions on academic honesty and the use of geneAI, based on pedagogical considerations, and communicate and motivate these to the students (Oravec, 2023). It is desirable that instructions are developed in collaboration, for example within the programme, subject or course, so that all teachers involved are well informed about what applies. As a teacher of higher education, it is important to make common pedagogical considerations about suitability, safety and reliability when considering the use of genAI at work. As a teacher, it is important to model academic integrity by being transparent with students about your own use of GenAI in your work.

When writing instructions for students, you need to focus on the following pedagogical considerations:

What knowledge should students acquire during the course and demonstrate in the examination?

How can you check that the student possesses this knowledge and how should you design examinations to give the student the chance to demonstrate their knowledge?

You should also reflect on how appropriate it is for students to use genAI to support their own studies and how they may use genAI in their future professions. These matters should then be discussed with your students.

Students are responsible for following the instructions provided by the teacher and for requesting clarification when they do not understand.

At Mid Sweden University, courses can be designed in different ways. Some courses run for a whole semester and comprise 30 credits. These long courses are often divided into units that can be, for example, 7.5 credits or 15 credits. Many courses are shorter than a full semester, often 7.5 credits or 15 credits, but other ranges of credits also occur. Regardless of the size of the courses, it may be appropriate to develop subject-specific or program-specific instructions that can then be applied and possibly modified at the course level or for a specific learning activity or examination. Subject-specific instructions can be applied to stand-alone courses, and programme-specific instructions can, if it seems appropriate based on the structure of an individual programme, be implemented. One advantage of comprehensive instructions at the subject or programme level is that they can be implemented more broadly and, on a general level, provide support for teachers' work. If overall instruction is well known to the college and the students, another advantage is that new instruction only needs to be written if there are pedagogical reasons to deviate from the overall instruction. The development of instructions is the responsibility of teachers working collaboratively within designated groups and roles tasked with course design, planning, implementation, assessment, and evaluation of teaching. This work can be carried out, for example, within teams, subject collegium or programme councils, based on needs and organization.

As a teacher, you are encouraged to formulate and communicate instructions to students based on your subject-specific needs as described below.

Prohibited	When are students not allowed to use GenAI?
Advice, but not wrongly	When would it be better not to use genAI? (When there may be negative effects such as misconceptions, simplifications or shortcomings in what students learn).
Recommended use	When are students allowed to use GenAI and how? How will they account for their use?

Table 1: Example on how you can write student instructions

Teachers can also use the following table from Furze (2024) to support the development of their own instructions for teaching and examinations.

The five levels of the AI assessment scale

Teachers can also use the following table from Furze (2024) to support the development of their own instructions for teaching and examinations.

No AI	Ideas & structure	AI editing	AI + human evaluation	Full AI
Students can't use AI.	GenAI used for brainstorming and structuring ideas, but final work must be human authored.	Students use genAI for refining and editing their work.	Students actively use genAI for specific task components, critically evaluate AI outputs.	AI used throughout the task at student/teacher discretion.
Suitable for assessments needing personal skills/ knowledge.	Useful for idea development and foreign language classes.	Beneficial for language improvements and multimodal content.	Encourages understanding of genAI's capabilities and limitations.	Suitable for tasks where genAI is integral to learning outcomes.
Activities: technology free discussions, in-class work, viva-voce [oral] exams.	Activities: collaborative brainstorming, creating structured outlines, research assistance.	Activities: correcting grammar/spelling, suggesting synonyms, structural editing,visual editing.	Activities: direct AI generation, comparative analysis, critical evaluation, integrating AI content.	Activities: co-creation, genAI exploration, real-time feedback loops, creating genAI products.
Recommended for supervised or low stakes assessments due to equity concerns.		Students submit original work alongside AI-assisted content for authenticity.	Flexibility in AI and human intelligence interaction.	Encourages exploring genAI as a collaborative and creative tool.

Table 2: The five levels of the AI assessment scale, Furze (2024),

The table can also provide students with support in how and when they may use genAI as support in their work and in conducting examinations in line with what counts as academic honesty.

Examples of instructions for students

Example for course level

Here are three examples of how instructions at the course level can look. Instructions at the course level should take the course design into account, for example, if the course has several examination elements or a single examination. The starting point is that the red level means that it is completely inappropriate to use genAI. Green level is an appropriate and recommended way to use genAI in the current activity. Yellow level can be excluded, but can, if used, usefully be seen as a basis for discussion with students about the suitability of using genAI in specific situations.

For more concrete examples, see the examples at the learning activity level below.

Example 1: Course level

It is prohibited to	Present something that you have produced with genAI as your own production.
GenAI may be used	As support for understanding questions and text in the course. Do not rely entirely on this interpretation as correct, as you may miss important parts and as a result may have a poorer understanding of the course content.
Recommended use	As support, in the same way that you would discuss with a fellow student.

Table 3: Example 1, information to give on a learning activity level

Example 2: Course level

It is prohibited to	Use genAI that is not noted. As a student, you need to report your use.
GenAI may be used	As part of the examination of the course. The teacher will then explain how this is allowed.
Recommended use	In your own work, as a support for learning. It is also allowed to use genAI to help develop ideas and structure at an initial stage.

Table 4: Example 2, information to give on a learning activity level

Example 3: Course level

It is prohibited to	Using genAI as a substitute for personal analysis: Using genAI to perform analyses or interpretations that you as the student should do yourself. Use genAI to process or generate data in a way that violates ethical guidelines or privacy laws, i.e., unethical data use. It is also not allowed to upload sensitive data or personal data in a genAI service.
GenAI may be used	To improve the clarity and structure of the text you created yourself. Always ask the course coordinator before using genAI in this way.
Recommended use	Language revision: Using genAI to correct grammar and language usage in your own texts. The text must be yours and you must be able to do and understand everything that is in it. Also keep in mind that it is not always okay to use genAI services in this way. If you are unsure, consult your instructor or tutor. Examples of genre. Using genAI to get examples of a certain type of text. Task structuring: Using genAI to help organize and structure tasks and projects. Practice written and oral skills: For example, using genAI to practice your ability to argue or reason. Extra training for exams and examinations: To use genAI to create study questions, or to be questioned. You can enter text and get questions based on the specific material or get more general questions. Instruct and prompt genAI to act as a coach and not to give you the answers but to help you learn.

Table 5: Example 3, information to give on a learning activity level

Example for a learning activity or an examination

Here are some examples of how instructions for an individual learning activity or an examination can look.

Example 1: Seminars

The student should read several articles and based on their reading, participate in an examination seminar where reasoning and answers should be based on reading the articles, other course literature, a study visit and their own experiences. Numerous questions have been distributed as preparatory material, together with the articles. Before the seminar, the student should, based on the reading, write a reflective post in a discussion forum. The

student may not use genAI to create answers to the questions or base their entire reasoning on what they have obtained through genAI. On the other hand, the student can use genAI to understand the content of the articles and control their own understanding. If it works in regard to copyright, parts of the literature can be fed into the genAI service in order to discuss and develop their own understanding of the material and reasoning around the questions, in the same way that the student could do with a fellow student.

The instructions to the student can be as follows:

It is prohibited to	Use text from genAI in response to this question. This means that you are also not allowed to 'wash' or spell out your answer via genAI. If genAI is used in the preparation (support for reading or comprehension), this should be reported. It is also forbidden to use genAI without disclosing how it was used and without having reflected on suitability and limitations/consequences.
GenAI may be used	To help you understand the questions and texts, but do not rely entirely on this interpretation as correct, as you may miss important parts and as a result gain a poorer understanding of the course content.
Recommended use	As support, in the same way that you would discuss with a fellow student. This need not be reported, except on direct request.

Table 6: Example of information to give before a seminar

Example 2: Independent writing and reflection

The student will independently write a short text based on a part of the course literature, where they are expected to reason about and give concrete examples of how a certain theory can be applied to a given problem area. The work is followed up through an oral reflection assignment, where the student will reflect and evaluate both their own text as well as that of a fellow student. The student can use genAI to proof and edit the text and to develop formulations. They must then indicate how this has been done and be able to show before and after versions of the text, prompts and be able to show the chats where they used genAI. The student must be able to independently answer follow-up questions based on their text and account for the sources that form the basis of their reasoning.

The instructions to the student can be as follows:

It is prohibited to	Use text from genAI if you do not describe how you used genAI when answering the question and your own reasoning is entirely your own.
GenAI may be used	However, to evaluate the rigor of your text and as a writing guide, pay attention to whether genAI adds new reasoning or changes the argumentation. You can also use genAI to interpret the question, then discuss it with your fellow students to see that you have not received different interpretations of the question, and act critically.
Recommended use	As support for spelling and inspiration around formulations. You may use genAI in your writing, if you specify where and how you used genAI, and report your prompts and share current chats when prompted.

Table 7: Example of information to give before a writing a text and/or a reflection paper

Example 3: Thesis

The student will write a thesis. They can use genAI to develop their understanding of data, materials and experiences, and get ideas for their work. Possibly, the student can use genAI to improve their text, by allowing genAI to provide feedback on structure, spelling and readability. The student must not allow genAI to generate larger or smaller parts of the text, regardless of how this is reported. The student must also be able to describe how they have used genAI throughout the process, and on request explain this in more detail.

The instructions to the student can be as follows:

It is prohibited to	Generate main content: To let genAI generate larger parts of texts, reports, essays or essays that will represent your own work. Although genAI itself is not a source, it is tantamount to plagiarism and deceptive behavior. Plagiarism: Using genAI to create content that is then portrayed as yours own words and thoughts. Not clearly indicating when and how genAI has been used in academic work (unproven use). In some courses, you may also need to report how and to what extent you used geneAI through a special form.
GenAI may be used	To improve the clarity and structure of the text you created yourself. Always ask the course coordinator or your supervisor before using genAI in this way.
Recommended use	Understanding and Summary: Using genAI to obtain explanations or summaries of course material to improve understanding. Everyone learns in different ways and with the help of genAI you can get explanations tailored to how you learn. However, keep in mind that you may miss important knowledge and information if you use genAI in this way. Idea generation: Using genAI to explore different perspectives or to generate ideas as a starting point for your own thoughts and discussions. Let genAI help get you started, but keep in mind that what you submit, or present should be your own work written by yourself.

Table 8: Example of information to give when writing a thesis

Examination and cheating

The purpose of the examination is that you as a teacher should be able to ensure that the student has sufficient knowledge to meet the specific learning objective in question that the examination intends to measure. In many forms of examination, the student needs to state sources as well as cite and reference. In the examination, the student may only use the aids the examiner allows. For example, at an exam it may be illegal to copy someone else's answers, take notes, or otherwise misrepresent knowledge as one's own. By following these rules, the student avoids being accused of misleading behavior in terms of cheating or plagiarism. This type of behaviour can lead to serious consequences for the student in the form of a warning or suspension from instruction, access to academic resources and the opportunity to be examined.

As a teacher, you are obliged to report any suspected misleading behaviour to Mid Sweden University's disciplinary board. Misleading conduct by means of genAI has no special status and is therefore no exception to the obligation of teachers to report misleading conduct.

> *According to the Higher Education Ordinance, the university must take disciplinary action against students under certain conditions. Usually, such matters are decided by the University's disciplinary board, but the Vice-Chancellor can make some simpler decisions himself. As a teacher, you are obliged to report a student if you have a 'substantiated suspicion' that something unlawful has happened. To help with the assessment of whether there is grounded suspicion, it is advisable that you as a teacher contact the student and tell them what you suspect and ask them to explain themselves. Do this preferably in writing, by e-mail or similar.*
>
> *Chapter 10, Section 1 of the Higher Education Ordinance lists the unlawful events that may lead to the university intervening with disciplinary measures. These can easily be divided into misleading (cheating), disruptive and harassment cases.*
>
> Disciplinary matters | Mittuniversitetet miun.se (in Swedish)

Read more about Mid Sweden University's process on disciplinary matters on the university's website. There is information aimed at both teachers and students. For you as a teacher, there is also support and information specifically about genAI, examinations and how these can be adapted to make them more legally secure.

Resources and GenAI services

On Mid Sweden University's web site there are resource pages where you can read and learn more about genAI and its application in teaching and examination. The resource pages are aimed at both teachers and students.

Other support available for you as a teacher

- Book an appointment with an educational developer or order workshops. It is possible to book an appointment with pedagogical

developers, individually or in groups, to discuss specific issues. Bookings based on wishes, both individual occasions and recurring efforts, are also possible. Email PUkontakt@miun.se to get in touch with the group for educational development.

- From HT2025 there is a resource in the learning platform Canvas that supports teachers' work with writing instructions on genAI use and offers copyable and editable elements for clear instructions.

Reading tips

If you want to read more to support the development of specific instructions, *The AI assessment scale (AIAS): A framework for ethical integration of generative AI In educational assessment* (Perkins et al., 2023) be of interest.

To deepen your knowledge of the problem of overly specific wording in instructions, the web resource *Considerations on wording when creating advice or policy on AI use* is worth reading (link in the link list at the end of the document).

The book *Practical AI Strategies: Engaging with generative AI in education* (Furze, 2024) deals, among other things, with ethics, writing instructions or guidelines, practical tips and future proofing.

The writing guide *Generative AI in academic writing* can be a support for both you as a teacher and for students. (Link to the link list at the end of the document.)

Available services

At Mid Sweden University, all employees and students have access to Microsoft Copilot via the Edge browser or copilot.microsoft.com/ when logging in with their miun account (i.e. username@miun.se or username@student.miun.se).

It is allowed to create a ChatGPT account with their miun.se email address and employees can also order ChatGPT Education through the Service Portal after approval of the nearest manager. See the web page *Software* on miun.se for updated information.

For other, web-based, services, these must undergo a cloud service application. More information on how to do this can be found on miun.se (link in the link list at the end of the document).

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Links

Mid Sweden University's webpages about genAI
https://www.miun.se/employees/teaching/stand-for-educational-development/generative-ai-and-education/

Mid Sweden University web pages for students about genAI
https://www.miun.se/employees/teaching/stand-for-pedagogical-development/generative-ai-and-education/ai-and-learning-for-you-as-student/

Mid Sweden University information for teachers on disciplinary matters
https://www.miun.se/employees/joint/law/disciplinary matters/

Mid Sweden University's information for students on handling disciplinary matters
https://www.miun.se/student/student support/your-obligations-and-rights/disciplinary matters/

Mid Sweden University's page on approved software
https://www.miun.se/employees/joint/services/IT/software-for-employees/

Mid Sweden University's information about cloud services and cloud service applications
https://www.miun.se/employees/joint/services/IT/cloud services/

Considerations on wording when creating advice or policy on AI use (webbresurs)

https://nationalcentreforai.jiscinvolve.org/wp/2023/02/14/considerations-on-wording-ai-advice/

Generative *AI in Academic Writing*
https://writeguiden.se/write/generative-ai-i-academic-writing/